

Technology Education Key Learning Area

Experience Sharing on Curriculum Planning, Assessment and Catering for Learner Diversity

Subject: Health Management and Social Care

Background

Features of the HMSC Curriculum

Health Management and Social Care (HMSC) is a new subject in senior secondary education in Hong Kong. It provides a context for students to understand the concepts of health and healthy practices, to take on responsibility for good citizenship in building a caring society, and to formulate a caring and support system which fits into our local needs and strengths, and assists in better managing the transitions our society is involved in. HMSC aims to develop the necessary knowledge and awareness of the emerging health and social problems that are affecting not only our lives but also the society and the world at large.

The design of the HMSC curriculum rests on the notion of the interconnectedness of the various levels at which phenomena related to health and sickness, well-being and ill-being, and personal and community care are to be understood. The curriculum aims to enable students to explore all of these levels as well as the relationships between them.

The HMSC curriculum includes five main topics in the compulsory part and three modules in the elective part. In the learning process, students have the opportunity to develop a holistic view of health and social care through personal empowerment, involvement in groups, community learning and action, and the application of strategies of social advocacy. In this way, students should be able to acquire the foundation knowledge stipulated in the compulsory part before attempting the elective part.

Information about the School

- It is a Co-educational Aided school using English as the medium of instruction for majority of the subjects, including HMSC. Students' academic performance is good.
- The Principal is supportive to implement health education in school. In the past, school provided a range of experiential learning activities related to health education for the students, such as visits to developing countries like Cambodia.
- The HMSC Panel Head is a graduate in Biology. In order to prepare teaching HMSC in school, she has attended the related PDPs as well as actively participated in meetings of *HMSC learning community* since Nov 2007.

Consideration and Implementation

Curriculum Planning

In general, school followed the suggested teaching sequences given in the HMSC Curriculum and Assessment Guide (**Appendix 1**), but has made slight changes in some of the topics in view of the background and abilities of students.

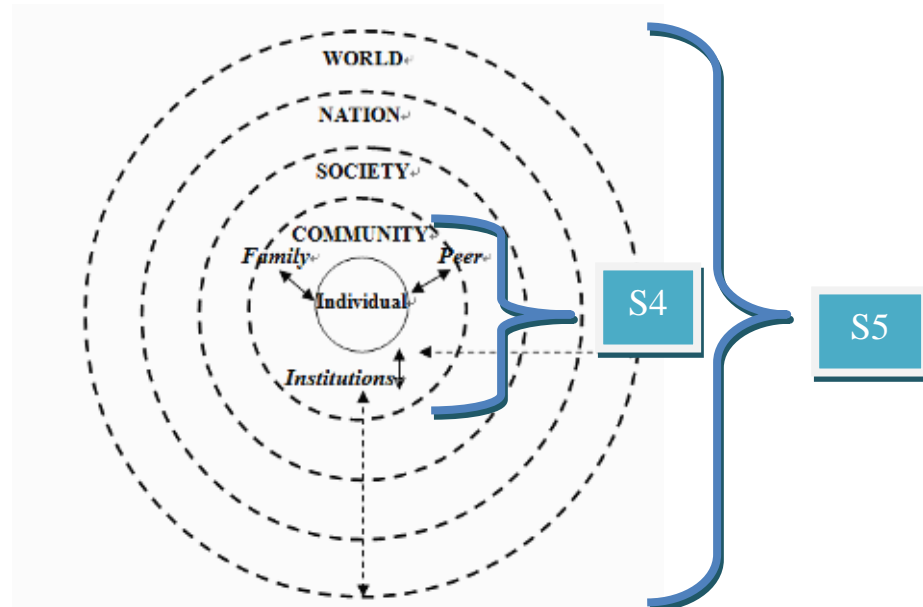
Teacher has used and applied the following tactics in curriculum planning:

- **Use of Overviews to Prepare Students for Deep Learning**
 - In the beginning, teacher prepared a ‘road map’ for students outlining details about contents to be covered in the coming school year.
 - Teacher spent the first few lessons in S4 and S5 to brief students about what they would learn and be assessed in the coming months (shaded in **blue** in **Appendices 2 and 3**).
 - Teacher has identified some key concepts in learning HMSC and discussed these key concepts, including the holistic concept of health, different perspectives and dimensions of health and the lifespan development in the first few lessons at S4 (shaded in **orange** in Appendix 2).

Reflection

- Providing an overview of both the curriculum outcomes and assessment tasks was vital to students which can facilitate students to develop a deep understanding in their learning.

- **Use of Key Ideas for Concept Building and Rearranging the Learning Elements**
 - Teacher also prepared and developed a ‘road map’ for her teaching from S4 to S6. She arranged the sequence of the learning elements based on the following:
 - **S4 – S5 (1st Term)**
 Teacher made use of a “Concentric Circle” in curriculum design to show dimensions, levels, and interrelationships (as indicated with arrows and dotted circles) of the learning elements in S4 and in the 1st term of S5:



Source: Fig 2.1 on P.8 of HMSC Curriculum and Assessment Guide (2007))

Topics covered at S4

- Individual level (shaded in **purple** in Appendix 2)
- Peer and family (shaded in **yellow** in Appendix 2)
- Community level (shaded in **green** in Appendix 2)

Topics covered at S5

Community level	(shaded in green in Appendix 3)
Society level	(shaded in pink in Appendix 3)
Global level	(shaded in yellow in Appendix 3)

Under this learning and teaching sequence, teacher wished to start the topics at the individual level, and then progressed to the more abstract and complex issues in the community, the society, the nation, and the world levels. Such arrangement might help S4 students ‘tune in’ the knowledge context and develop their competence in understanding and investigating the health and social issues in S5 and S6.

■ **S5 : ‘Health Management’ and ‘Social Care’ as two main frames**

Teacher organized the learning elements in S5 under the two main frames of ‘health management’ and ‘social care’ (**Appendix 3**).

1st Term in S5 – Health Management	2nd Term in S5 – Social Care
The Healthy Community (Sep – Oct)	Caring Community (Feb-Mar)
Healthcare System (Oct – Nov)	Ageing population (Mar)
Ecology and Health (Nov – Dec)	Discrimination (Apr)
Building a Healthy City (Dec – Jan)	Poverty (Apr)
	Social Welfare system (May)
	Policies related to ageing population, discrimination and poverty (May)
	Field Learning Task (SBA1)

In the ‘health management’ frame, learning elements were organized as follows:

- Continuum of health: from illness (disease prevention) to wellness (health promotion)
- Different levels: from community level (spread of infectious disease in community) to global level (global pandemics and climate changes on health)
- From knowledge to action, including health promotion activities, risk assessment, emergency management.

In the ‘social care’ frame, teacher arranged experiential learning activities such as visits and social services to enable students to understand the issues of poverty and discrimination. Students were expected to go through the process of ‘concrete experience’, ‘observation and reflection’, ‘forming abstract concepts’ and ‘testing in new situation’ as outlined in the concept of experiential learning cycle (Kolb, 1975).

■ **S6 (Pending the actual progress of students by the end of S5)**

The following elements were planned:

- Policies and health and social issues – which required students to synthesize, evaluate, and comment in order to develop students higher cognitive skills
- Depending on the pace of teaching and student ability, topic on the elective part might start at S5 and continue at S6. Teacher planned to guide students to study the elective modules on “Community and Social Care Services” and “Current Issues of Health and Social Care”.

Reflection

- Misconception on curriculum planning: some teachers will follow the sequence of topics listed in the Curriculum and Assessment Guide in a linear manner, without aware of the interrelationships among the topics. Some teachers might perceive that learning and teaching materials provided by CDI were the “recommended curriculum contents”. They tended to teach every single issue in details even though some information given were meant for teachers’ reference only. Without a holistic view and coherent organizer, students might get the learning elements as ‘bits and pieces’ and found difficult and demanding to remember or understand. When students were unable to identify the key ideas in organizing and constructing their knowledge, some students might feel ‘overloaded’ with information and lost their interests in learning.
- In this case, teacher identified the major framework and concepts of the curriculum which are used to link up the related topics. She was thus able to anchor her curriculum planning and teaching to the framework which in return greatly facilitated her teaching as well as learning of the students.

● Use of Essential Questions

- Teacher made use of essential questions to guide her teaching as well as the selection of teaching materials (the **green column** in Appendices 2 and 3).

For example, under the topic ‘Personal Needs and Development across lifespan’, one of the essential questions was on “*how do individuals grow and develop at each life stage?*” In order to answer the question, students were expected to distinguish “growth” and “development”. Then they learned about the knowledge of the human development (i.e. the physical, intellectual, emotional and social development at different stages) from the lifespan perspective and finally, tried to identify the needs of people at various life stages. The essential question also guided students’ inquiry after the learning activities. For instance, after watching the video of ‘Benjamin Button’, students were asked to identify the life stages and the related features of the character in the film.

Reflection

- Questions elicit evidence of students’ understanding, and prompt and challenge their thinking. Essential question guides teaching and engages students in uncovering the important ideas at the heart of the subject.

Assessment

● Formative assessment

Teacher assessed student learning through students’ presentations, worksheet assignments, and quizzes. For instance, teacher asked students to construct a concept map (example in **Appendix 4**) in groups after learning each major topic. This arrangement facilitated students to summarize and consolidate what they had learned. The ways students organized the concepts and presented in graphic work served as the data for teacher to assess students’ understanding. **Appendix 4** illustrated how teacher identified student understanding on ‘interrelationship between different

aspects' through examination of their concept maps.

- **Summative assessment**

In the examination paper, different types of questions were set purposefully to examine student different abilities in relation to the assessment objectives of the curriculum (**Appendix 5**).

Question Type	Assessment Objective (Chapter 5, Assessment, <i>Health Management and Social Care Curriculum and Assessment Guide (S4-5)</i> (2007))
1 (Filling in Blanks)	● Demonstrate basic knowledge and understanding of simple concepts / principles / terminologies used in the subject context
2 (Database Question)	● Analyse information and draw reasoned conclusions from data
3 (Scenario)	● Apply knowledge, understanding and skills to address health and social issues/ problems
4 (Essay)	● Present and justify opinions on HMSC-related issues and problems

- **Use of assessment data from other sources (TSA and APASO)**

Teacher used assessment data from different sources to facilitate her curriculum planning. For example, the school management would provide the data of TSA to every subject teacher so that they would know the language ability of the students in the coming cohort. When teacher learned that students of the 2nd cohort were weak in English, she revised the curriculum planning and adjusted the learning and teaching strategies immediately. Teacher also made use of APASO to get feedback from parents and students on HMSC in the first cohort. The data facilitated her reflection and made her practice evidence-based.

Reflection

- Teachers need to make reference to the assessment objectives when they plan their assessment so that they are able to select and edit the assessment materials in order to align with the curriculum.
- There is a misconception on assessment: assessment in which many people treated data to be limited to the assessment within the subject. In principle, teachers could make use of other data such as TSA and APASO to understand the factors affecting student learning, e.g. the socio-economic status, their characters, and the language ability.

Catering for Learners' Diversity

Under the topic 'health and well-being', students were expected to develop a holistic view on health and to analyse the interrelationship between different aspects of health as well as factors affecting health and well-being. Since students were smart and able to grasp the basic concepts very soon, teacher found that it was necessary to design some challenging tasks to arouse students' learning motivation and scratch their potentials.

In addition to using a variety of learning activities such as group discussion, video watching, case study and mind map construction in class, teacher planned to organise a learning experience beyond the classroom for the students. She took the lead to co-ordinate and organize a range of events for the school's "Health Education Week". This provided an opportunity for her HMSC students to participate actively as student leaders and applied what they learned from HMSC theories into practice. Starting from Sep 2009, she liaised with different stakeholders including the school management, social worker, the owner of the tuck shop, and other teachers to suggest and provide a range of health promotion activities during the week.

The "Health Education Week" was organized on 8-14 Dec 2009. The activities were purposefully designed to fit the needs of learners with different intelligences:

Learners with Multiple Intelligences	Activities in Health Education Week
<p><u>Verbal-Linguistic Intelligence</u> Students auditory skills tend to be highly developed, and they learn best when they can speak, listen, read, or write.</p>	<p>- Talks and seminars by health professionals on mental health for all S4 students.</p>
<p><u>Spatial Intelligence</u> Students learn best through graphs, tables, or images; and are often able to convert words or impression into mental images.</p>	<p>- HMSC students were asked to design and produce a set of display boards to introduce the holistic concepts of health and the related information/ articles.</p>
<p><u>Bodily-kinesthetic Intelligence</u> Students learn best by doing, moving, and acting things out.</p>	<p>- Competition on rope skipping was arranged for the whole school to promote physical health - To arrange a Healthy Breakfast Day for HMSC students to learn healthy diet in action.</p>
<p><u>Interpersonal Intelligence</u> Students learn best when they can relate to other people.</p>	<p>- HMSC students served as the leaders and worked in groups to plan, organize and implement some of the activities in the "Health Education Week".</p>
<p><u>Intrapersonal Intelligence</u> Students are in touch with their inner feelings and are able to form realistic goals and conceptions of themselves.</p>	<p>- HMSC students read the stories of 'life warriors' and wrote reflective journals with the theme on 'Resilience'. These self reflective journals were displayed and shared with other students.</p>

(Gardner, H. (1983) *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.)

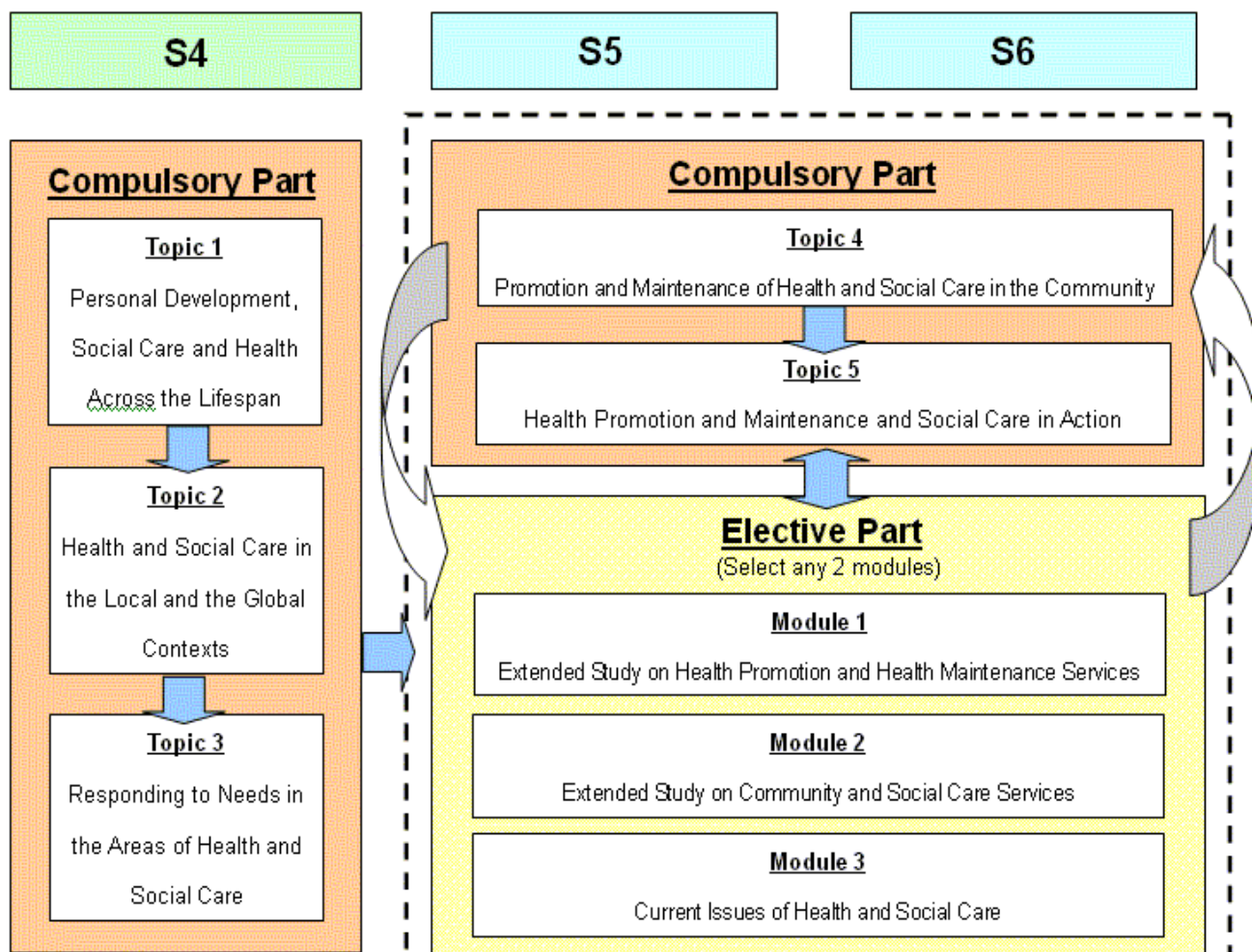
Reflection

- Some teachers in Band 1 schools only concerned with preparing students for public examinations and were reluctant to allocate lesson time for other cross-curricular learning opportunities for students. Teachers only aimed at nurturing students' verbal-linguistic or logical-mathematical intelligences in their lessons without paying much attention to nurturing other equally important capabilities among students. Teachers focused on measuring the success of student learning outcomes based on students' written examinations and test results only.
- Teacher in this case stretched the potentials of the high achievers by providing them with a wide range of learning and teaching activities. This in turn provided ample opportunities for learners of different multiple intelligences to learn more effectively and have greater opportunities to succeed in different areas.

Curriculum Planning Suggested in HMSC Curriculum and Assessment Guide

In the HMSC Curriculum and Assessment Guide, a suggested learning and teaching sequence is given in which Topic 1-3 in the compulsory part will be taught at S4, and Topic 4-5 will be taught in S5 and S6 together with the elective parts (i.e. field learning task and project work) as follows:

Figure 3.2 Suggested Learning and Teaching Sequences



Source: P.45, Chapter 3 Curriculum Planning, *Health Management and Social Care Curriculum and Assessment Guide (S4-5)(2007)*

**Health Management & Social Care
2010-2011 Curriculum Planning (F.4)**

Overview of the year

Date/periods	Topics	Learning Targets	Essential Questions
9/9/10 (2 lessons)	Introduction of the curriculum and assessment of HMSC	<ul style="list-style-type: none"> ➤ To enable students in understanding the aim, the framework and the assessment of HMSC ➤ To arise students' interest in studying HMSC 	<ul style="list-style-type: none"> ➤ What is HMSC ➤ What do you expect to learn in HMSC?
13/09/10 to 7/10/10 (18 lessons)	Health and Well-being	<p>Knowledge</p> <ul style="list-style-type: none"> ➤ Holistic concept of health ➤ Biological, psychological, social, spiritual, ecological and cultural perspectives ➤ Factors that influence personal and social health ➤ Interrelationship between different aspects ➤ Importance of social care <p>Attitude & Value</p> <ul style="list-style-type: none"> ➤ Pay attention to personal health ➤ Be a supportive citizen in the community 	<ul style="list-style-type: none"> ➤ What is Health? ➤ What are the factors that enhancing health? ➤ What are the risk factors that influence health? ➤ How does social care promote health?
11/10/10 to 16/11/10 (24.5 lessons)	Personal Needs and Development across lifespan	<p>Knowledge</p> <ul style="list-style-type: none"> ➤ Lifespan perspective on human development ➤ Physical, intellectual, emotional and social development at each stage ➤ Needs and care of people at various life stages ➤ Family, peers, school education and the community influence ➤ Positive factors and risk factors ➤ Transitions and changes across life span <p>Skills</p> <ul style="list-style-type: none"> ➤ Dealing with life events <p>Attitude</p> <ul style="list-style-type: none"> ➤ Positive attitude towards changes and life events 	<ul style="list-style-type: none"> ➤ How do individuals grow and develop during each life stage? ➤ What factors affect personal growth and development across lifespan? ➤ How can life events affect an individual's personal development?
18/11/10 to 7/12/10 (13.5 lessons)	The Healthy Body	<p>Knowledge</p> <ul style="list-style-type: none"> ➤ Protective factors and risk factors to physical health ➤ Body systems <p>Skills</p> <ul style="list-style-type: none"> ➤ Use of health indicators <p>Attitude</p> <ul style="list-style-type: none"> ➤ Commitment to promote personal health and a healthy lifestyle ➤ Encourage and support others for healthier lifestyles 	<ul style="list-style-type: none"> ➤ How can an individual's physical health be measured? ➤ How can we maintain a healthy body?
14/12/10 to 1/3/11 (20.5 lessons)	The Healthy Mind	<p>Knowledge</p> <ul style="list-style-type: none"> ➤ Introduction of mental health ➤ Factors affecting mental health 	<ul style="list-style-type: none"> ➤ What does it mean to be mentally healthy? ➤ How can we maintain a healthy mind?

Key ideas for concept building

Individual Level

Date/periods	Topics	Learning Targets	Essential Questions
		<ul style="list-style-type: none"> ➤ Stress Management ➤ Mental disorder ➤ Mental health services ➤ How to maintain good mental health <p>Skills</p> <ul style="list-style-type: none"> ➤ Stress management ➤ How to enhance personal mental health <p>Attitude</p> <ul style="list-style-type: none"> ➤ Commitment to promote personal health and a healthy lifestyle ➤ Encourage and support others for healthier lifestyles 	
3/3/11 to 31/3/11 (20 lessons)	The Healthy Relationships	<p>Knowledge</p> <ul style="list-style-type: none"> ➤ Various types of relationship and how they affect life and development <p>Skills</p> <ul style="list-style-type: none"> ➤ Interpersonal skills for relationship building <p>Attitude</p> <ul style="list-style-type: none"> ➤ Respect each and every relationship 	<p>How do relationships affect personal health and well-being?</p> <ul style="list-style-type: none"> ➤ How can we develop and maintain the healthy relationships?
3/5/11 to 2/6/11 (20 lessons)	The healthy community	<p>Knowledge</p> <ul style="list-style-type: none"> ➤ Impact of globalization on health and well-being ➤ Factors leading to communicable and non-communicable diseases ➤ Relationships between lifestyle changes and common illnesses ➤ Primary, secondary and tertiary disease prevention ➤ Personal practices and attitudes contribute to disease prevention ➤ Roles of government in maintenance and promotion of public health ➤ Roles of individual, community and government in ill-health prevention <p>Skills</p> <ul style="list-style-type: none"> ➤ Carry out healthy practices that contributes to personal and public health <p>Attitude</p> <ul style="list-style-type: none"> ➤ Commitment to promote personal health and a healthy lifestyle ➤ Encourage and support others for healthier lifestyles 	<p>How do diseases affect the health of a community?</p> <ul style="list-style-type: none"> ➤ How can we build a healthy community?
7/6/11 to 10/6/11 (4.5 lessons)	➤ Revision	➤ Revise the topics learnt in the first term & final term	

Family and Peer

Community

**Health Management & Social Care
2010-2011 Curriculum Planning (F.5)**

Overview of the year

Date/periods	Topic	Learning Targets	Essential Questions
13/9/10 (2.5 lessons)	Introduction of F.5 HMSC curriculum	<ul style="list-style-type: none"> ➤ To enable students more understanding what will be learnt in F.5 ➤ To refresh students' memory on what they've learnt last year ➤ To link up the relationship of the topics learnt in last year with that year 	<ul style="list-style-type: none"> ➤ What do you expect to learn in F.5 HMSC? ➤ What is the linkage of the topics learnt in last year with that will be learnt in coming academic year?
15/9/10 to 13/10/10 (20 lessons)	The healthy community	<p>Knowledge</p> <ul style="list-style-type: none"> ➤ Impact of globalization on health and well-being ➤ Factors leading to communicable and non-communicable diseases ➤ Relationships between lifestyle changes and common illnesses ➤ Primary, secondary and tertiary disease prevention ➤ Personal practices and attitudes contribute to disease prevention ➤ Roles of government in maintenance and promotion of public health ➤ Roles of individual, community and government in ill-health prevention <p>Skills</p> <ul style="list-style-type: none"> ➤ Carry out healthy practices that contributes to personal and public health <p>Attitude</p> <ul style="list-style-type: none"> ➤ Commitment to promote personal health and a healthy lifestyle ➤ Encourage and support others for healthier lifestyles 	<ul style="list-style-type: none"> ➤ How do diseases affect the health of a community? ➤ How can we build a healthy community?
18/10/10 to 8/11/10 (16 lessons)	Healthcare system	<p>Knowledge</p> <ul style="list-style-type: none"> ➤ Concepts of health care ➤ How the development of healthcare system is affected by the systemic factors, issues and concerns ➤ The healthcare system ➤ Instruments of policies ➤ Compare healthcare policies in Hong Kong with other regions /countries ➤ Conflicts and tensions in the healthcare context <p>Values and Attitudes</p> <ul style="list-style-type: none"> ➤ Appreciate viewpoints from different perspectives ➤ Understand that value judgments may vary among different individuals or parties ➤ Respect cultural and ideological differences ➤ Appreciate alternative healthcare practices 	<ul style="list-style-type: none"> ➤ What is health care? ➤ Why does the existing healthcare system need to be reformed? ➤ In what ways can a healthcare system build a healthy community for all?
15/11/10 to 1/12/10 (16 lessons)	Ecology and Health	<p>Knowledge</p> <ul style="list-style-type: none"> ➤ Analyse interrelationships between ecology and health from the ecological perspective ➤ Recognize ecological factors that influence personal and social health ➤ Explore interventions required to minimize the effects of the adverse ecological factors ➤ Analyze the impact of public health policies and government regulations on environmental 	<ul style="list-style-type: none"> ➤ How does ecology affect our health? ➤ What is a healthy environment from ecological perspective? ➤ How can we build and maintain a healthy ecology?

Community

Society

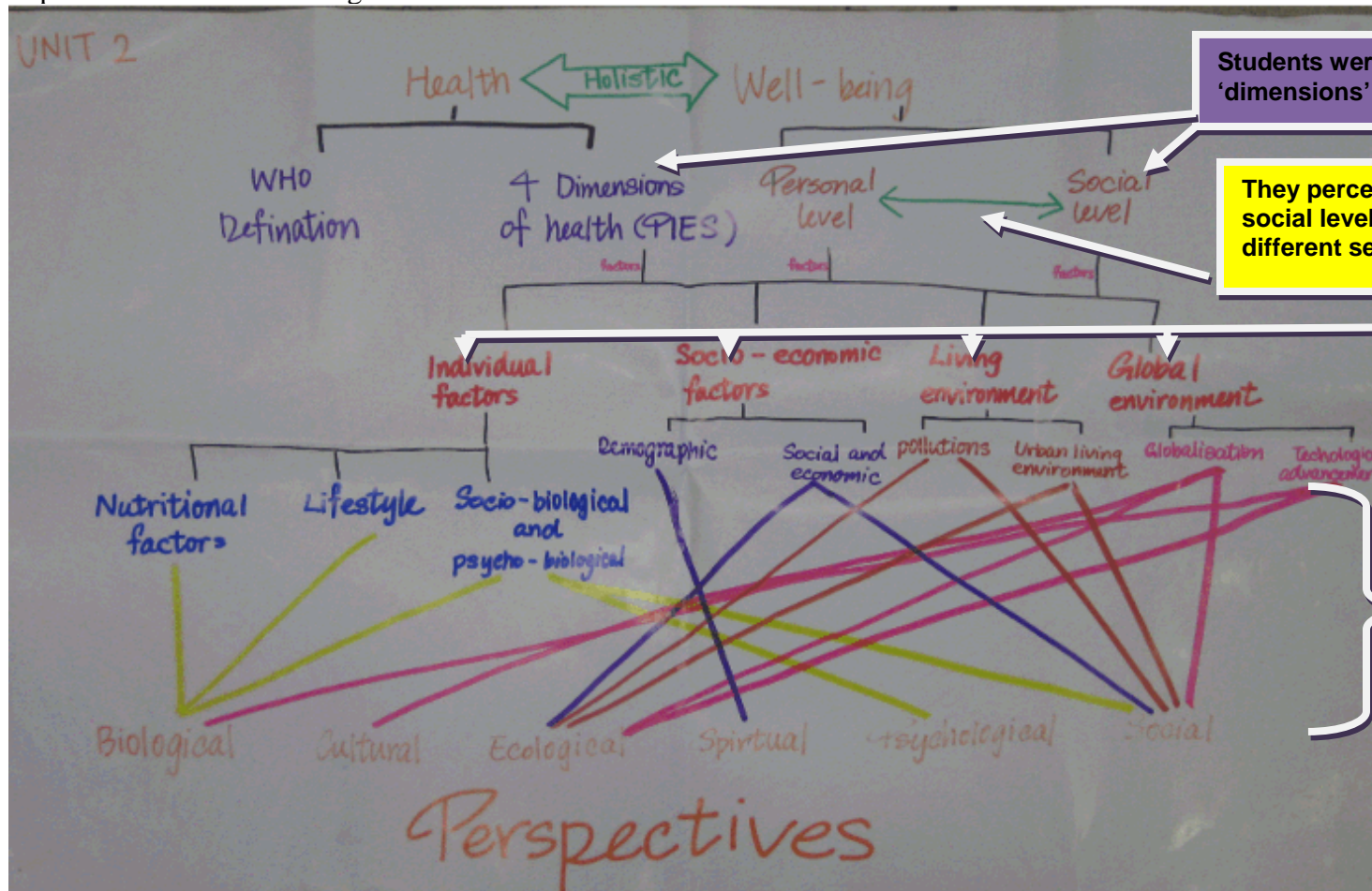
Global

Date/periods	Topics	Learning Targets	Essential Questions
		health and community health ➤ Understand the concepts and trends of health promotion <u>Value and Attitude</u> ➤ Appreciate the importance of a healthy ecology ➤ Appreciate equality and the value of national and international social justice	
6/12/10to 12/1/11 (16 lessons)	Building a healthy city	<div style="border: 2px solid orange; padding: 5px; text-align: center; width: fit-content; margin: 0 auto;"> Health Management (Macro Level) (Sep – Jan) </div> <u>Knowledge</u> ➤ Health Education ➤ Health Promotion ➤ Healthy Cities ➤ Healthy setting ➤ Risk Management ➤ Emergency Management <u>Skills</u> ➤ Practise safe behaviours in different settings ➤ Demonstrate behaviours that minimise risk to oneself and others <u>Values and Attitudes</u>	➤ What is a healthy city? ➤ What is a healthy setting? ➤ How can we maintain health and safety at different settings?
23/2/11 to 28/3/11 (18 lessons)	Caring Community	<div style="border: 2px solid orange; padding: 5px; text-align: center; width: fit-content; margin: 0 auto;"> Social Care (Macro Level) (Feb – May) </div> <u>Knowledge</u> ➤ Relationship, impact and implications of structural issues ➤ Possible means and solutions for the crises ➤ Problems and effects associated with family changes ➤ Various ways to promote social care <u>Value and Attitude</u> ➤ Make commitments to family, community and society	➤ How do social factors affect the health of a community? ➤ How can we build a caring community and a caring society?
30/3/11 (2 lessons)	Ageing population	<u>Knowledge</u> ➤ Impact and implications of the ageing population ➤ Evaluate the services and policies that support the ageing population <u>Values and Attitudes</u> ➤ Value equal rights for individuals ➤ Reflect upon the problem of discrimination and show respect to all	➤ What are the trends and the impacts of an ageing population? ➤ How does a society positively address the ageing population and its related issues?
4/4/11 (2.5 lessons)	Discrimination	<u>Knowledge</u> ➤ Impact and implications of prejudice and discrimination ➤ Factors that lead to prejudice and discrimination ➤ Support and services available for people / families in need <u>Values and Attitudes</u> ➤ Embrace equal rights for individuals ➤ Reflect upon the problem of discrimination and show respect to all	➤ What is discrimination? ➤ What are the implications of discrimination to an individual, a family, a community and a society? ➤ How can we prevent discrimination at different levels?
6/4/11	Poverty	<u>Knowledge</u> ➤ Impact and implications of poverty	➤ What are the causes of poverty? ➤ What are the impacts of poverty?

Date/periods	Topics	Learning Targets	Essential Questions
(2 lessons)		<ul style="list-style-type: none"> ➤ Factors leading to poverty Support and services available for people / families in need <p><u>Value and Attitude</u></p> <ul style="list-style-type: none"> ➤ Value equal rights for individuals ➤ Appreciate equality and the value of national and international social justice 	<ul style="list-style-type: none"> ➤ How can we deal with poverty?
4/5/11, 11/5/11 & 1/6/11 (6 lessons)	Report on field learning task	<ul style="list-style-type: none"> ➤ Students are able to demonstrate knowledge and understanding of the concepts, principles and terminology appropriate to the subject content ➤ Students can apply knowledge, understanding and skills to address health & social issues/problems 	
9/5/11 to 30/5/11 (Every Monday, 10 lessons)	Social Welfare system	<p><u>Values and Attitudes</u></p> <ul style="list-style-type: none"> ➤ Make commitments to family, community and groups <p><u>Knowledge</u></p> <ul style="list-style-type: none"> ➤ Roles of formal and informal care ➤ Support and services available for people / families in need ➤ Basic understanding of the social welfare in Hong Kong and/or in other regions /countries 	<ul style="list-style-type: none"> ➤ What is social care? ➤ How should we care for the people in need? ➤ How do social security and social welfare cater for the needs of vulnerable groups?
18/5/11 & 25/5/11 (4 lessons)	Ageing population Discrimination Poverty	<ul style="list-style-type: none"> ➤ Introduce the current status and policy of each topics in Hong Kong and foreign countries 	<ul style="list-style-type: none"> ➤ How does a society positively address the ageing population and its related issues? ➤ What are the impacts of poverty? ➤ How can we deal with poverty? ➤ How can we prevent discrimination at different levels?
8/6/11 (1 lesson)	Revision on topics learnt in F.4 & F.5 Link up the relationship of the topics learnt in F.4 & F.5	<ul style="list-style-type: none"> ➤ Revise the topics learnt in F.4 & F.5 	<ul style="list-style-type: none"> ➤ What does health mean to you? ➤ How can we stay healthy? ➤ What does health mean to a community? ➤ How can we build a healthy community? ➤ How can we build a caring community and a caring society? ➤ How should we care for the people in need? ➤ How do social security and social welfare cater for the needs of vulnerable groups?

Formative Assessment – Concept Map to Consolidate Learning

Topic: Health and Well-being



Students were able to distinguish 'dimensions' and 'level'

They perceived factors at personal and social levels as a continuum, instead of two different sets.

Factors were grouped under the four main domains.

They were able to synthesize by relating two concepts: perspectives and factors. They understood that each perspective had its own focus on different factors.

Summative AssessmentQuestion Type (1): Filling in Blanks to check basic understanding of terminologies

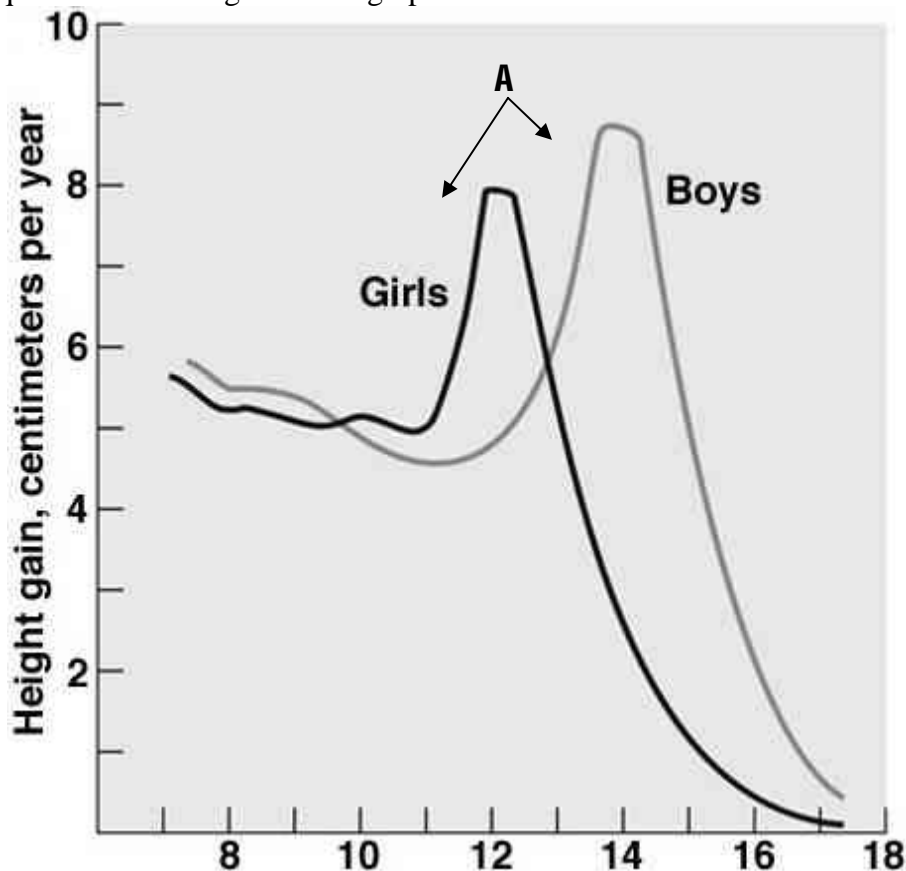
Complete the table below to give the correct life stage in which each event could occur. (4 marks)

Event	Life Stage
(a) Starting compulsory school	Childhood ✓
(b) Starting to manage own financial affairs	Adulthood ✓
(c) Taking care of grandchildren	Elderly ✓
(d) Learn to be independent	Adolescence ✓

4

Question Type (2): Database Question

1) Answer the question according to below graph.



- What is the term to describe the growth at A? (1 mark)
- Describe and compare the growth curve of girls and boys. (5 marks)
- From the above graph, when does the puberty start in girls and boys respectively? (2 marks)

- d) State 2 secondary sexual characteristics in puberty occurring in girls and boys respectively. (4 marks)

Answers

- a) Puberty (1 mark)
- b) The growth curve of girls is steady from 7-11(0.5 mark). But from 11-13,the curve increase much and after 11years old, the curve drops to the 18years old.(0.5 mark) For boys ,the curve is steady from 7 to 12 (0.5 mark).From 15 years old, the curve increase and drops after 15years old (0.5 mark). The curve of girl increase at early stage. The curve of the boys increase at back stage(0.5 mark) Also, the period of height gain of boys is longer than girls(0.5 mark)
- c) 11->girls,12->boys
- d) Girls: auxiliary hair , pubic hair appear, breasts grow , Menstruation
Boys: his voice becomes deeper, his testis and penis will also grow, produce sperms, experience ejaculations.
(any2 points from boys and girls,1 mark each)

Question Type (3): Scenario

Andy is 10 months old. His sister Rita is 4 years old. They are both well. After making sure that Andy was asleep in bed, the children's parents have gone out for the evening, leaving a new babysitter to care for the children. Rita chats happily to the babysitter until her bedtime.

Later Andy wakes up and starts crying. The babysitter cuddles him, but he continues to cry and becomes very distressed.

- (a) (i) Explain why Andy is upset and why the babysitter cannot comfort him. (6 marks)
- (ii) Explain why Rita reacted differently to the babysitter. (3 marks)
- (b) (i) Outline **two** likely short-term effects of separation in infancy. (2 marks)
- (ii) Give **two** possible long-term effects of separation. (2 marks)

Answers

- (a) (i) Andy is...
- attached to his parents (1 mark)
 - (He is upset because) he is separated from his parents/aware of parents. absence (1 mark).
 - This is separation anxiety (1 mark)
 - which explains his protest (1 mark)
 - which is a kind of proximity-maintaining behaviour (1 mark)
 - (The babysitter cannot comfort him because) he does not know the babysitter/he is with an unfamiliar person (1 mark).

<ul style="list-style-type: none"> This is <u>stranger anxiety</u> (1 mark) <p>(max 6)</p> <p>(ii) Rita is</p> <ul style="list-style-type: none"> <u>old enough to tolerate (brief) separations/understands that the separation is temporary as attachment is less strong in 4 year olds/she is more detached</u> (1 mark) <u>Rita has more experience of strangers/e.g. attends nursery school</u> (1 mark) <u>Rita probably met the babysitter before her parents left</u> (1 mark). This might have reduced any stranger anxiety.
<p>(b) (i) <u>Protest as crying</u> (1 mark) <u>Despair crying less/becoming apathetic</u> (1 mark). <u>Detachment resisting contact/</u> show much less strong attachment when parents return (1 mark) (max 2)</p> <p>(ii) Delinquency; retardation of development; affectionless psychopathy; depression. (any 2 x 1 = 2)</p>

Question Type (4): Essay

Some challenging life events such as injury, breaking up in relationships may cause distressing emotion. Coping and resilience are two strategies to responses to the challenging life events.

- (i) How do these strategies to reduce the negative effect on an individual. (5 marks)
- (ii) What are the stages of Barrie Hopson in building up positive thinking? (7 marks)

<p>Answers</p> <p>(i) Coping is the way in which</p> <ul style="list-style-type: none"> <u>individuals learn to live with predictable or unpredictable changes occurring in their daily life.</u> (1 mark) Coping strategies include: <ul style="list-style-type: none"> <u>Identifying the reactions, thoughts and feelings that the change is bringing.</u> (1 mark) <u>Being aware that change has happened</u> and something that can be done to support that change (1 mark). <u>Coming to terms with life after the change</u> (1 mark) Resilience refers to <u>adapting to the adversity.</u> This helps offset the adverse effects created by the problems. (1 mark)
<p>(ii)</p> <ol style="list-style-type: none"> <u>Immobilization</u> - Being unable to cope and perhaps a denial that anything needs a change. (1 mark) <u>Minimization</u> - Denying the extent of any change and instead pretending that nothing has to be done. It is a temporary retreat period from reality. (1 mark) <u>Depression</u> - Becomes aware of the need for change, A person may attempt to withdraw into depression as a response to the need for change. (1 mark)

4. Letting go - Accepting the need for change (1 mark).
5. Testing - Trying out new behaviors and experimenting with new lifestyles. (1 mark)
6. Search for meaning - Attempts to make sense of what has happened. (1 mark)
7. Internalization - Internalizes a new lifestyle and perhaps a new self-concept. The person can now feel secure and safe again. (1 mark)